



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 218278

DfES Number: 539858

INSPECTION DETAILS

Inspection Date 25/11/2004
Inspector Name Elaine Poulton

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name Wetley Rocks Pre-School (send all post here)
Setting Address The Village Hall
Mill Lane, Wetley Rocks
Stoke-on-Trent
Staffordshire
ST9 0BN

REGISTERED PROVIDER DETAILS

Name The Committee of Wetley Rocks Pre-School Committee

ORGANISATION DETAILS

Name Wetley Rocks Pre-School Committee
Address The Village Hall
Mill Lane, Wetley Rocks
Stoke-on-Trent
Staffordshire
ST9 0BN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Wetley Rocks Pre-School group opened in 1972 and operates from rooms in the Village Hall. It is situated in the rural area of Wetley Rocks in Staffordshire. A maximum of 26 children may attend the group at any one time. The setting is open each Monday, Wednesday and Friday from 09:00 to 12:00, 09:00 to 15:00 on Tuesday and 09:00 to 13:00 with lunch club on Thursday during school term time only. All children share access to a secure enclosed outdoor play area.

There are currently 24 children aged from 2 to 4 years on roll. Of these 11 children receive funding for nursery education. Children come from a wide catchment area. The pre-school group has systems in place to support a number of children with special educational needs and also children who speak English as an additional language.

The Wetley Rocks Pre-School group employs five staff. Three of the staff, including the manager, are working towards or hold appropriate early years qualifications.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Wetley Rocks Pre-School offers good quality provision overall which helps children make generally good progress toward the early learning goals. They make very good progress in communication, language and literacy and physical development.

The quality of teaching is generally good. Most staff understand how three and four year olds learn and adapt and translate most plans into practice well. They maintain basic observation charts, but neither planning nor assessment of nursery education is fully exploited. Relationships between staff and children are good and children are confident to seek help and support from staff although not all children are initiating or managing tasks. Key-workers provide an interesting and stimulating range of activities but children are not always questioned to develop their understanding or helped to describe what they are trying to do. There is a system in place to offer appropriate support to children with special needs. Staff consistently praise children's good behaviour although there are some inconsistencies in how inappropriate behaviour is challenged. Staff have introduced a new assessment profile and they intend to use more regular observations to inform planning.

The leadership and management are generally good. Whilst the new committee are very supportive of staff, not all members are familiar with the early years curriculum or aware of professional training available to staff. Whilst management know broadly what they have to do to monitor and evaluate the children's learning, this is not fully effective. The setting demonstrates they are committed to providing a broad curriculum and to improving nursery education and are well supported by early years partnership.

Partnership with parents is generally good. They are kept well informed about events, group activities and are welcomed into the setting. They receive completed work and achievement records, but these are not fully linked to the stepping stones.

What is being done well?

- Staff and children build good relationships. They provide a broad and varied curriculum and children are offered stimulating educational learning opportunities. Indoor and outdoor games, equipment and resources are used effectively to support children's learning.
- Staff plan a good range of routines and activities to encourage children's learning. Children can access games, equipment and tools easily and have a good balance of self-initiated and adult focussed activities to choose from.
- Staff give extra responsibilities to children, to ensure they are involved and valued. They set challenges for children that develop their concentration and imagination skills, for example through use of story time with owl family

puppets. Children are motivated to learn as a result of staff's consistent praise.

- Partnership with parents is good. Staff encourage parents to share what they know about their child and to be involved in their learning.

What needs to be improved?

- staffs understanding of the Foundation Stage, linking planning and assessment processes to the stepping stones.
- the opportunities for children to develop initiate and manage their own tasks during routines and activities.
- the consistency around helping children to respond to boundaries of acceptable behaviour.
- the questioning techniques for children to develop children's understanding of mathematical concepts of size and position and to support the children to describe what they are trying to make or do.
- the information to parents on their child's educational progress and achievements towards the early learning goals.
- the access to computer technology.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and enjoy their play and talk freely about family and news items. They are making good relationships with others and are beginning to share. They are gaining some independence skills but are not always encouraged to initiate or manage tasks. They are learning about their own and different peoples views and beliefs by being introduced to different festivals and celebrations through routines and activities. Children behave well, but not all disputes are well managed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen to stories with increasing recall. Most children are confident to speak during circle time or when acting out a part from a story. They listen and actively join in with songs, stories and rhymes, discuss features of stories and join in word for word with familiar parts. They recognise their name card and begin to link initial letters to sounds. Some children can write their first name and others are good at practising writing, and many children form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count everyday objects to ten and beyond and most recognise numerals to ten. They enjoy active games and rhymes that introduce them to the idea of less and more and basic addition and subtraction. Children use mathematical language appropriately, to compare height and shape. They sort and order objects but are not always questioned to develop their understanding about size or position. Children take part in colour sequencing activities and matching and sorting games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe changes, commenting on seasons, weather and different clothes needed. They readily share past experiences from home and outings. They describe, paint and draw key features of their daily routines, enhancing their awareness of time. They explore sand, paint and they design and build using blocks and materials. They use keyboards and programmable toys but access to computer technology is limited. Children have good recall and they eagerly learn new songs for a concert.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are energetic and move freely with growing confidence. They manoeuvre around furniture, balance on beams, and enjoy chasing other children, with growing awareness of space. They can climb, slide, crawl and pedal wheeled toys avoiding obstacles in their path. They throw, catch and kick balls with increasing accuracy. They are learning about staying healthy and dental hygiene. They practise on the bead frame, persevere with scissors and paint rollers and hole punch and a variety of tools.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children practise songs and take part in the Christmas nativity developing actions and words in a sequence. They use their imagination well and enjoy access to the home corner, pirate ship, puppets, playdough and book area. Children are able to access a wide selection of resources, however not all children are encouraged to describe or talk about what they are trying to make or do. They take part and respond well to cutting and gluing activities, making jelly and icing biscuits.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- continue to develop staffs understanding of the Foundation Stage, to exploit planning and assessment processes to full potential to ensure children receive a complete, well balanced early years curriculum
- increase the opportunities for children to develop, initiate and manage their own tasks during routines and activities and help children respond to boundaries of acceptable behaviour
- develop questioning techniques to extend children's thinking and understanding of mathematical concepts such as size and position and to encourage children to describe what they are trying to make or do
- provide sufficient information to parents on their child's educational progress and achievements toward the early learning goals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.